



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2009  
Code: 12031513  
SAU: MSAD 09  
School: Academy Hill School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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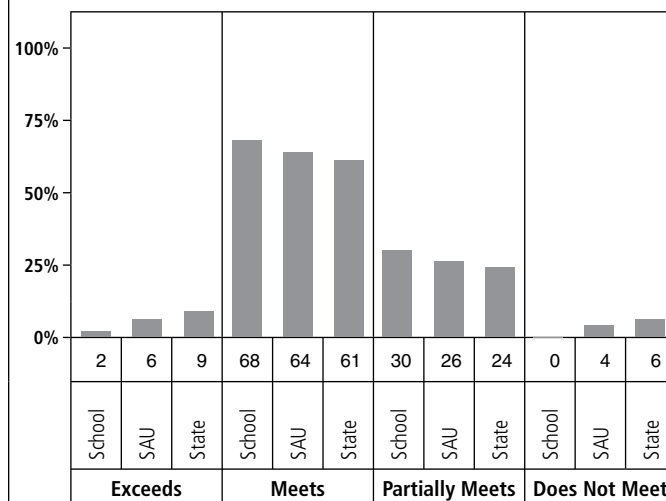
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 6  
SAU: MSAD 09  
School: Academy Hill School

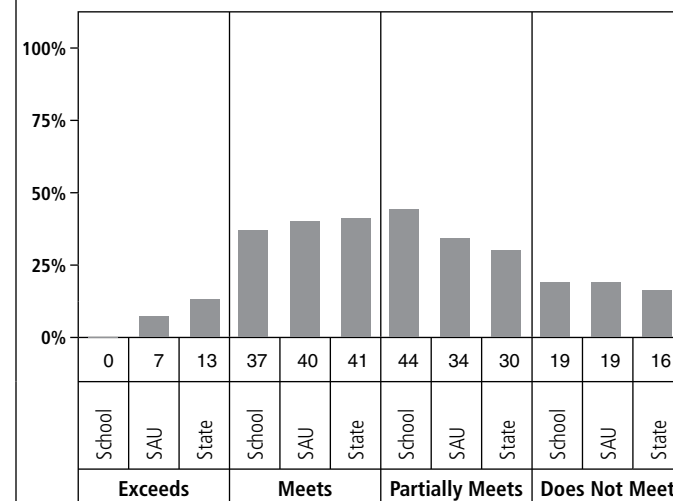
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	648	645	646
2007–2008	650	648	648
<b>2008–2009</b>	<b>647</b>	<b>647</b>	<b>647</b>
Cum. Avg.*	648	647	647
<b>Mathematics</b>			
2006–2007	645	644	643
2007–2008	643	642	642
<b>2008–2009</b>	<b>636</b>	<b>641</b>	<b>643</b>
Cum. Avg.*	641	642	643

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 6  
SAU: MSAD 09  
School: Academy Hill School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	57	100	189	100	14251	100	57	100	188	99	14150	99	57	100	189	100	14156	100						
<b>Ethnicity</b> African American/Black	0	0	1	1	421	3	0	0	1	100	412	98	0	0	1	100	415	99						
American Indian or Native Alaskan	0	0	0	0	128	1	0	0	0	0	127	99	0	0	0	0	128	100						
Asian or Pacific Islander	1	2	3	2	212	1	1	100	3	100	210	99	1	100	3	100	212	100						
Hispanic	1	2	2	1	181	1	1	100	2	100	177	98	1	100	2	100	178	99						
Caucasian/White	55	96	183	97	13309	93	55	100	182	99	13224	100	55	100	183	100	13223	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	9	16	30	16	2468	17	9	100	29	97	2423	99	9	100	30	100	2426	99						
<b>Current LEP</b>	1	2	1	1	341	2	1	100	1	100	330	97	1	100	1	100	338	99						
<b>Economically disadvantaged</b>	31	54	101	53	5780	41	31	100	100	99	5724	99	31	100	101	100	5725	99						
<b>Migrant</b>	1	2	1	1	4	0	1	100	1	100	4	100	1	100	1	100	4	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	29	51	142	75	11369	80	29	51	141	75	11373	80						
Identified disability (PET/IEP)	0	0	4	3	355	3	0	0	4	3	371	3						
LEP	0	0	0	0	167	1	0	0	0	0	170	1						
504 plan	0	0	1	1	172	2	0	0	1	1	175	2						
<b>Participation with accommodations</b>	28	49	45	24	2594	18	28	49	47	25	2605	18						
Identified disability (PET/IEP)	9	32	24	53	1881	73	9	32	25	53	1877	72						
LEP	1	4	1	2	155	6	1	4	1	2	161	6						
504 plan	1	4	2	4	74	3	1	4	2	4	71	3						
Other	17	61	18	40	519	20	17	61	19	40	532	20						
<b>Participation through alternate assessment (PAAP)</b>	0	0	1	1	187	1	0	0	1	1	178	1						
Identified disability (PET/IEP)	0	0	1	100	187	100	0	0	1	100	178	100						
LEP	0	0	0	0	8	4	0	0	0	0	7	4						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	26	0	0	0	0	0	25	0						
<b>Non-participation – other</b>	0	0	1	1	75	1	0	0	0	0	70	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 6  
SAU: MSAD 09  
School: Academy Hill School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 662–680)	2006-2007	4	8	12	8	1132	8
	2007-2008	9	19	27	15	1817	13
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>11</b>	<b>6</b>	<b>1309</b>	<b>9</b>
	Cum. Total*	14	9	50	10	4258	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 642–660)	2006-2007	29	60	90	57	8127	57
	2007-2008	22	46	92	51	8072	57
	<b>2008-2009</b>	<b>39</b>	<b>68</b>	<b>120</b>	<b>64</b>	<b>8564</b>	<b>61</b>
	Cum. Total*	90	59	302	58	24763	59
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 630–640)	2006-2007	10	21	32	20	3549	25
	2007-2008	17	35	44	25	3194	23
	<b>2008-2009</b>	<b>17</b>	<b>30</b>	<b>48</b>	<b>26</b>	<b>3291</b>	<b>24</b>
	Cum. Total*	44	29	124	24	10034	24
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 600–628)	2006-2007	5	10	24	15	1478	10
	2007-2008	0	0	16	9	981	7
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>4</b>	<b>799</b>	<b>6</b>
	Cum. Total*	5	3	48	9	3258	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	33.8	60.4	33.6	60.0	33.8	60.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.4	62.0	12.0	60.0	11.9	59.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	21.5	59.7	21.6	60.0	21.9	60.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 09  
School: Academy Hill School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	1	2	39	68	17	30	0	0	647	187	6	64	26	4	647	13963	9	61	24	6	647
<b>Ethnicity</b>																						
African American/Black	0										1						403	5	46	34	15	641
American Indian or Native Alaskan	0										0						125	4	49	38	10	642
Asian or Pacific Islander	1										3						206	18	56	20	6	649
Hispanic	1										2						174	5	55	33	7	644
Caucasian/White	55	1	2	39	71	15	27	0	0	647	181	6	65	25	4	647	13055	9	62	23	5	647
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	3	33	6	67	0	0	639	28	0	25	57	18	637	2236	1	30	48	22	637
No	48	1	2	36	75	11	23	0	0	648	159	7	71	20	2	648	11727	11	67	19	3	649
<b>Current LEP</b>																						
Yes	1										1						322	2	39	37	21	638
No	56	1	2	39	70	16	29	0	0	647	186	6	65	25	4	647	13641	10	62	23	5	647
<b>Economically disadvantaged</b>																						
Yes	31	0	0	22	71	9	29	0	0	646	99	6	58	29	7	645	5617	4	54	33	9	643
No	26	1	4	17	65	8	31	0	0	647	88	6	72	22	1	649	8346	13	66	17	3	650
<b>Migrant</b>																						
Yes	1										1						4					
No	56	1	2	39	70	16	29	0	0	647	186	6	65	25	4	647	13959	9	61	24	6	647
<b>Gender</b>																						
Female	29	1	3	20	69	8	28	0	0	649	91	9	64	23	4	648	6743	13	63	20	4	649
Male	28	0	0	19	68	9	32	0	0	645	96	3	65	28	4	646	7220	6	60	27	7	645
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						1408	4	41	43	12	641
No	53	1	2	37	70	15	28	0	0	647	183	6	64	25	4	647	12555	10	64	21	5	648
<b>Gifted/talented program</b>																						
Yes	1										1						636	39	59	2	0	659
No	56	1	2	39	70	16	29	0	0	647	186	6	65	25	4	647	13327	8	61	25	6	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 6  
 SAU: MSAD 09  
 School: Academy Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										7	15	46	15	23	646	6	5	47	32	16	642
B. less than one hour	70	1	3	27	69	11	28	0	0	647	62	6	66	26	3	647	59	9	62	24	5	647
C. one to two hours	30	0	0	12	71	5	29	0	0	646	26	4	69	27	0	647	32	11	64	21	4	648
D. more than two hours	0										5	0	56	22	22	641	3	10	50	26	13	644
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	31	1	6	15	88	1	6	0	0	651	24	11	71	13	4	649	31	17	66	14	3	651
B. good	44	0	0	14	58	10	42	0	0	645	50	4	68	25	3	647	48	8	64	23	5	647
C. fair	22	0	0	7	58	5	42	0	0	644	22	0	50	45	5	642	18	2	48	40	10	641
D. poor	4	0	0	2	100	0	0	0	0	651	4	29	57	0	14	651	2	1	34	47	18	638
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	41	1	4	16	70	6	26	0	0	648	35	11	65	22	3	648	38	13	65	18	3	650
B. They match some of what I have learned.	50	0	0	19	68	9	32	0	0	646	49	4	68	27	0	647	49	8	63	24	5	647
C. They match just a little of what I have learned.	7	0	0	4	100	0	0	0	0	651	11	0	52	29	19	641	10	5	48	36	11	642
D. There is no match.	2	0	0	0	0	1	100	0	0	636	4	0	50	25	25	642	3	3	35	38	24	639
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	16	0	0	6	67	3	33	0	0	647	15	0	64	21	14	644	16	7	52	30	11	644
B. about the same as my regular schoolwork	66	1	3	24	65	12	32	0	0	646	69	7	63	28	2	647	66	10	64	22	4	648
C. easier than my regular schoolwork	18	0	0	9	90	1	10	0	0	649	16	7	70	20	3	648	17	11	61	22	5	648
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	1	25	3	75	0	0	638	8	0	20	60	20	635	10	2	39	42	17	639
B. Most of the passages were about the same as what I normally read.	68	0	0	27	71	11	29	0	0	647	61	4	69	25	3	646	55	6	62	27	5	646
C. Most of the passages were easier than what I normally read.	25	1	7	11	79	2	14	0	0	650	31	12	67	18	4	650	35	16	67	14	3	651
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	36	0	0	16	80	4	20	0	0	646	42	4	63	27	6	645	48	10	60	24	6	647
B. I tried about the same as I do on my regular schoolwork.	63	1	3	22	63	12	34	0	0	647	55	7	67	25	1	648	49	10	63	22	5	648
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	100	0	0	0	0	654	3	20	40	0	40	644	3	3	53	29	15	642
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	33	1	6	15	83	2	11	0	0	650	28	13	75	10	2	651	23	15	65	16	4	650
B. 20 minutes to an hour	27	0	0	12	80	3	20	0	0	647	37	6	68	24	3	647	49	10	64	22	4	648
C. less than 20 minutes	15	0	0	4	50	4	50	0	0	643	10	0	58	42	0	644	11	6	58	29	7	645
D. I rarely read at home.	25	0	0	7	50	7	50	0	0	645	25	0	50	39	11	643	17	2	51	36	11	642
<b>Optional school/SAU question</b>																						
A.	0										20	0	100	0	0	648						
B.	0										20	0	0	100	0	632						
C.	0										40	0	0	50	50	632						
D.	0										20	0	0	100	0	640						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 6  
SAU: MSAD 09  
School: Academy Hill School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 662–680)	2006-2007	5	10	21	13	2092	15
	2007-2008	2	4	15	8	1474	10
	<b>2008-2009</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>7</b>	<b>1807</b>	<b>13</b>
	Cum. Total*	7	5	50	10	5373	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 642–660)	2006-2007	20	42	71	45	5731	40
	2007-2008	22	46	77	43	6008	43
	<b>2008-2009</b>	<b>21</b>	<b>37</b>	<b>75</b>	<b>40</b>	<b>5662</b>	<b>41</b>
	Cum. Total*	63	41	223	42	17401	41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 628–640)	2006-2007	19	40	46	29	4175	29
	2007-2008	21	44	61	34	4244	30
	<b>2008-2009</b>	<b>25</b>	<b>44</b>	<b>63</b>	<b>34</b>	<b>4219</b>	<b>30</b>
	Cum. Total*	65	42	170	32	12638	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 600–626)	2006-2007	4	8	21	13	2308	16
	2007-2008	3	6	26	15	2346	17
	<b>2008-2009</b>	<b>11</b>	<b>19</b>	<b>36</b>	<b>19</b>	<b>2290</b>	<b>16</b>
	Cum. Total*	18	12	83	16	6944	16

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	25.9	46.3	29.0	51.8	30.6	54.6
<b>A. Number</b>	<b>18</b>	<b>32</b>	8.8	48.9	10.0	55.6	10.3	57.2
<b>B. Data</b>	<b>12</b>	<b>21</b>	5.4	45.0	6.1	50.8	6.6	55.0
<b>C. Geometry</b>	<b>14</b>	<b>25</b>	6.2	44.3	6.8	48.6	7.3	52.1
<b>D. Algebra</b>	<b>12</b>	<b>21</b>	5.5	45.8	6.1	50.8	6.5	54.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 09  
School: Academy Hill School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	57	0	0	21	37	25	44	11	19	636	188	7	40	34	19	641	13978	13	41	30	16	643
<b>Ethnicity</b>																						
African American/Black	0										1						406	4	26	36	34	633
American Indian or Native Alaskan	0										0						126	4	29	40	28	635
Asian or Pacific Islander	1										3						208	18	47	23	12	647
Hispanic	1										2						175	5	31	41	23	638
Caucasian/White	55	0	0	20	36	25	45	10	18	637	182	8	40	34	19	641	13063	13	41	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	9	0	0	0	0	2	22	7	78	619	29	0	14	24	62	624	2248	3	18	33	46	629
No	48	0	0	21	44	23	48	4	8	640	159	9	45	35	11	644	11730	15	45	30	11	646
<b>Current LEP</b>																						
Yes	1										1						331	3	22	35	40	631
No	56	0	0	20	36	25	45	11	20	636	187	7	40	34	19	641	13647	13	41	30	16	643
<b>Economically disadvantaged</b>																						
Yes	31	0	0	10	32	13	42	8	26	634	100	4	37	34	25	637	5620	6	33	37	25	637
No	26	0	0	11	42	12	46	3	12	639	88	11	43	33	13	645	8358	18	45	26	11	647
<b>Migrant</b>																						
Yes	1										1						4					
No	56	0	0	21	38	25	45	10	18	637	187	7	40	34	19	641	13974	13	41	30	16	643
<b>Gender</b>																						
Female	29	0	0	10	34	16	55	3	10	638	91	3	41	37	19	639	6738	12	40	32	16	642
Male	28	0	0	11	39	9	32	8	29	635	97	11	39	30	20	642	7240	14	41	29	16	644
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	4										4						1410	3	24	41	32	634
No	53	0	0	18	34	25	47	10	19	636	184	8	39	34	19	641	12568	14	42	29	15	644
<b>Gifted/talented program</b>																						
Yes	1										1						637	65	32	3	0	665
No	56	0	0	20	36	25	45	11	20	636	187	7	40	34	19	641	13341	10	41	31	17	642

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
Grade: 6  
SAU: MSAD 09  
School: Academy Hill School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										7	8	54	23	15	645	6	7	32	28	32	636
B. less than one hour	70	0	0	15	38	19	49	5	13	638	62	9	37	36	18	641	59	13	41	30	16	643
C. one to two hours	30	0	0	6	35	6	35	5	29	634	26	6	46	29	19	641	32	14	41	31	14	644
D. more than two hours	0										5	0	33	44	22	636	3	11	31	33	26	639
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	45	0	0	14	56	9	36	2	8	643	33	16	44	29	11	646	30	27	45	18	9	651
B. good	43	0	0	5	21	13	54	6	25	632	44	5	40	35	21	639	46	9	45	31	15	643
C. fair	11	0	0	2	33	2	33	2	33	632	20	0	35	38	27	636	20	2	29	43	26	635
D. poor	2	0	0	0	0	1	100	0	0	628	3	0	50	50	0	640	4	1	15	46	38	630
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	41	0	0	9	39	12	52	2	9	639	37	10	46	35	9	645	35	18	42	27	13	646
B. They match some of what I have learned.	45	0	0	11	44	10	40	4	16	638	48	7	43	34	17	641	50	11	43	31	15	643
C. They match just a little of what I have learned.	9	0	0	0	0	3	60	2	40	629	11	5	24	33	38	633	13	8	31	36	26	638
D. There is no match.	5	0	0	1	33	0	0	2	67	625	4	0	13	25	63	624	3	5	16	27	51	628
<b>How difficult was the mathematics part of this test?</b>																						
A. more difficult than my regular schoolwork	22	0	0	2	17	6	50	4	33	632	27	4	24	43	29	636	32	7	40	34	20	640
B. about the same as my regular schoolwork	67	0	0	12	32	19	51	6	16	636	63	8	44	34	15	642	56	13	42	30	15	644
C. easier than my regular schoolwork	11	0	0	6	100	0	0	0	0	648	10	17	56	11	17	646	12	31	36	20	13	650
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	45	0	0	9	36	9	36	7	28	634	43	8	40	27	25	640	51	11	41	31	16	643
B. I tried about the same as I do on my regular schoolwork.	51	0	0	12	43	14	50	2	7	640	50	8	43	38	11	643	45	15	41	29	16	644
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	0	0	1	50	1	50	624	7	0	31	38	31	634	4	12	28	32	28	638
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	2	0	0	0	0	0	0	1	100	608	4	0	38	38	25	635	6	8	29	29	34	635
B. 30–45 minutes	32	0	0	5	28	8	44	5	28	633	26	8	27	41	24	638	33	10	37	34	19	641
C. 45–60 minutes	54	0	0	14	47	12	40	4	13	639	53	8	47	29	16	642	45	15	44	29	12	645
D. more than 60 minutes	13	0	0	2	29	5	71	0	0	642	17	6	42	39	13	642	16	15	41	28	16	644
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	2	0	0	0	0	1	100	0	0	636	6	9	27	45	18	638	9	14	35	29	22	641
B. two or three days a week	5	0	0	0	0	1	33	2	67	623	26	12	41	27	20	643	26	15	40	30	16	644
C. two or three times each month	27	0	0	7	47	5	33	3	20	638	28	10	54	25	12	645	31	13	43	30	14	644
D. never or almost never	66	0	0	14	38	18	49	5	14	637	40	3	32	43	22	637	34	11	40	31	18	642
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	9	0	0	1	20	2	40	2	40	631	12	0	45	14	41	634	17	8	35	33	24	639
B. two or three days a week	16	0	0	1	11	5	56	3	33	632	22	8	40	35	18	641	28	13	42	30	15	643
C. two or three times each month	33	0	0	8	44	7	39	3	17	638	28	6	35	38	21	639	31	15	43	30	13	645
D. never or almost never	42	0	0	10	43	11	48	2	9	638	38	12	42	36	10	644	23	14	39	30	17	643
<b>Optional school/SAU question</b>																						
A.	0										20	0	100	0	0	646						
B.	0										20	0	0	0	100	626						
C.	0										40	0	50	0	50	623						
D.	0										20	0	100	0	0	644						

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